DOCUMENT RESUME

ED 198 282 CE 027 925

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TITLE Adult Education in Australia: Three Organizational Models.
PUB DATE [80]
NOTE 38p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (34th, Norfolk, VA, August 10-15, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; Agency Role; *Board of Education Role; Boards of Education; Colleges; Community Involvement; *Community Role; Continuing Education; *Educational Administration; Educational History; *Educational Planning; Educational Policy; Elementary Secondary Education; Futures (of Society); Government (Administrative Body); *Models; Outreach Programs; Policy Formation; Postsecondary Education; Public Agencies; Technical Education
IDENTIFIERS Australia (New South Wales); Australia (Queensland); Australia (Victoria)

ABSTRACT

This paper, which examines adult education in Australia, is divided into three parts. The first part is a background survey of Australian history and Australian educational development, beginning with its colonization by prisoners and including its government forms and its three levels of education: primary, secondary, and tertiary. After this background, the second part of the paper presents three models of adult education: (1) the New South Wales Board of Adult Education, whose system consists of an advisory board to the state minister of education; (2) the Queensland Department of Technical and Further Education, a rationalization model integrating technical and adult education into a single body; and (3) the Council of Adult Education in Victoria, a decentralized "community based" model. The third part of this paper consists of discussions of these three models of adult education and implications for the future of adult education in Australia. A bibliography is included. (KC)

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ED198282

34th Annual National Conference

of

Professors of Educational Administration

Adult Education in Australia:

Three Organizational Models

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PART A

Australia: General Background

INTRODUCTION

Frederick Jackson Turner in what has now become famous as "The Turner Thesis"[1] attributed the "American Spirit"[2] and the development of modern American democratic, social and cultural heritage, to experiences arising from the colonization of the western frontiers of the Nation. Education, he claimed, was one of the major forces that tamed the frontier.

There is little wonder that many attempts have been made by historians to transfer this "frontier concept" of development to the growth of Australia. While there are serious doubts[3] about the validity of Turner's frontier hypothesis, there can be no doubt that the history of the United States over the past two hundred years has had a dramatic influence on Australia, and in particular, on Australian education. It was the War of American Independence in 1776 which stopped British transportation of convicts to America and directly precipitated[4] the settlement of Botany Bay and the opening up of 'Terra Australis Incognita'.

Although Australian education has its roots in the British traditions, particularly since the mid 1920s, American influence and capital began to find its way into Australia.

A grant from the Carnegie Corporation[5] allowed the formation in 1930 of the Australian Council for Education Research. Jones[6] claims that "the best known overseas criticism of Australian education was by Professor R. Freeman Butts from Teachers College, Columbia University, who visited Australia in 1954.[7]

A host of American ideas have flooded into Australia since the mid 1950s as Australia grappled to cope with the education explosion of the post World War II years. The non-graded classroom, team teaching, open classrooms, school bands, textbooks and teaching aids are only part of the deluge.

The reader, therefore, should not be surprised to find that close parallels exist between Australian and American adult education agencies; their programs, organization, and administration. The problems facing adult education are not dissimilar - nor are the attempted solutions.

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[1] Frederick J. Turner, The Frontier on American History, Henry Holt and Company, New York, 1921.

[2] Louis M. Hacker, "Sections or Classes," in George R. Taylor, The Turner Thesis, D. C. Heath and Company, Boston, 1967, pp. 43-46.

[3] Ibid, pp. 34-107.

[4] Robert Lacour-Gayet, A Concise History of Australia, Penguin Books, Australia, 1976, pp. 76-78.

[5] John Cleverley and J. Lawry, Australian Education in the 20th Century, Longman, Australia, 1972, p. 151.

[6] Phillip E. Jones, Education in Australia, Archon Books, Hamden, Connecticut, 1974,

[7] Ibid., p. 116.

Finally, it took an American to sum up Australia and its cultural legacy:

> "Australian history is full of surprises and adventures and incongruities, and contradictions, and incredibilities, but they are all true, they all happened."
>
> Mark Twain.

AUSTRALIA - BACKGROUND INFORMATION

In order to have some grasp of adult education in Australia, one must understand something of Australia's demographic, geographic, governmental and educational organizations.

A. Population and Settlement

Australia's population is 14.2 million (1977 census).[8] Of this, approximately 70% lives on a narrow strip of coastal plain, on average 40 miles wide along the eastern coast of the continent.

Australia's eastern states; New South Wales, Queensland, Victoria and Tasmania as they are now known, were the first settled and remain the most populated. The western states; Western Australia, South Australia, and Northern Territory were not only settled later, but were also different, in that they were not initially British penal colonies.

Table I gives an indication of the population of Australia's Capital Cities.

TABLE I POPULATION OF CAPITAL CITIES (1977)[9]

State	N.S.W.	Victoria	Queens.	S.A.	W.A.	Tas.	A.C.T.	N.T.
Capital	Sydney	Melbourne	Brisbane	Adelaide	Perth	Hobart	Canberra	Darwin
Pop. in 000s	3,122	2,694	995	923	844	165	207	47

B. Geography and Climate

Australia has an area of 3,158,000 square miles which is approximately 86% of the area of the U.S.A.

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[8] Source: Australian Statistics C.B.C. Banking Company of Sydney, September, 1978.
[9] Ibid.

Much of Australia is desert and sparsely settled. A chain of mountains rising to 7,300 feet runs down the east coast. Much of the western half of Australia is flat or low ranges and desert.

The Tropic of Capricorn passes through central Queensland giving the country a temperate climate. See Table 2 below.

TABLE 2. MEAN AUSTRALIAN CAPITAL CITY TEMPERATURES - JANUARY and JULY

Temperature ^{o}C	Sydney	Melbourne	Brisbane	Adelaide	Perth	Hobart	Canberra	Darwin
Jan. Mean Max.	25.7	25.8	29.4	29.6	29.5	21.4	27.5	32.2
July Mean Min.	7.8	5.7	9.4	7.3	9.0	4.4	- 0.3	19.6

Source: Australian Statistics C.B.C. Bank, September, 1978.

C. Government

In Australia there are three tiers of Government:

- Commonwealth
- State
- Local.

1. The Parliament of the Commonwealth of Australia

"Until 1 January 1901, New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania were separate Colonies without political union. For many years there had been a steady movement towards federation and creation of a new nation. The then sparsely populated Colonies faced many problems, and it was realized that many of those problems, such as defence and matters relating to trade, could not be adequately dealt with until the Colonies were linked.

"In 1900, a delegation from the Colonies went to London with a draft Constitution for a Commonwealth of Australia. The Constitution was agreed to when the Commonwealth of Australia Constitution Act of the United Kingdom received the assent of Queen Victoria on 9 July 1900. A Proclamation under that Act, dated 17 September 1900, declared that on and after 1 January 1901, the people of the Colonies (which were then to become States) should be united in a Federal Commonwealth under the name of the Commonwealth of Australia.

"Under Australia's federal system of government, there is a division of powers between the central and State governments. The States transferred to the central or Federal Government certain specified powers in relation to the whole country and population, such as defence, currency, postal services, immigration, external affairs and others. Powers not transferred to the Federal Government remained with the States.

"The legislative power of the Commonwealth is vested in a Federal Parliament, consisting of the Sovereign, the Senate and the House of Representatives. A Governor-General, appointed by the Sovereign, is the Sovereign's representative in Australia.

"A Bill becomes law when it has been passed by the Senate and the House of Representatives and assent has been given by His Excellency the Governor-General in the name of the Sovereign." [10]

2. State Government

Each state has its own government. Many model the Commonwealth Government - a bicameral legislature, but others have only a single House of Parliament. Voting in all states is compulsory.

Each state controls through statewide, sometimes decentralized systems, such matters as education, finance, agriculture, main roads, health (including hospitals), sport, recreation services, parks and wildlife.

Indirect taxes are levied on such items as driver licensing, vehicle registration, receipt tax, death duties, property sale tax, as well as sales tax on some goods. No income tax has been levied by the states since 1942.[11] Once a year the State Premiers meet with the Prime Minister and the Commonwealth Government to receive their state's share of income tax which is levied and collected by the Commonwealth. This is the major source of finance for the states.

3. Local Government

Each state is subdivided into smaller "Local Government Areas" (L.G.A.) called (variously), shires, municipalities, or councils depending on local preference. Local government bodies are elected by local citizens. Voting is generally compulsory. Property owners pay local rates or taxes based on special assessed values of the land. These are paid yearly and are calculated annually by each L.G.A. as a percentage of the assessed value.

Local Government Areas have several sources of income. The major source is provided by the state government as an annual grant. Local rates, described above, supplement this annual grant, and additional revenue is also collected for services such as building fees, water and sewerage provision, health services, recreation, sport and parking charges. Some L.G.A.'s supply local electricity and gas services.

Complaints of "overgovernment" have in recent years led to some investigations of alternative structures to the three tier system of Government in Australia, however, the only obvious result has been the amalgamation of groups of smaller L.G.A.s into larger bodies.

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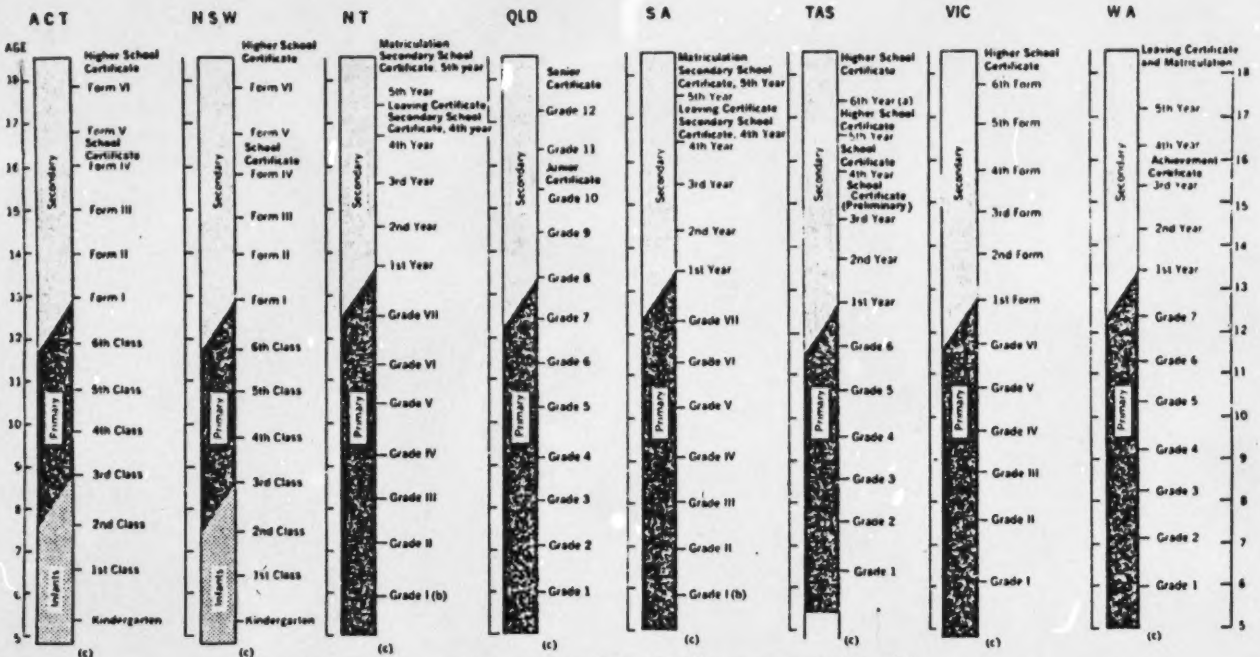
[10] Commonwealth Government Publication, the Parliament of the Commonwealth of Australia, Government Printing Office, Canberra, 1979.

[11] Robert Lacour-Gayet op. cit., p. 361.

TABLE 3.



(a) In Tasmania many students study for the Higher School Certificate over a two-year period.

(b) Preparatory grades are attached to some schools in South Australia and the Northern Territory.

(c) Pre-school centres for children below the age for admission to schools have been established in many localities in all States. The Commonwealth Government provides pre-school facilities for children in the A.C.T. and N.T

Grades in Australian schools. The grade terminology follows, as nearly as possible, that used in government primary and high schools in each state in 1972. It is not necessarily used in all types of schools. The grades have been written in to agree with the age-scale shown on the diagram, in order to indicate differences in age-grade patterns between states

Source: Phillip E. Jones, Education in Australia , David and Charles Ltd, Archon Books Connecticut, 1974, p. 71.

D. Education

For the purposes of this paper, a general overview of the Australian education system is given. Adult education in the eastern states at least is organized in various ways: sometimes within the State education system, sometimes outside.

Education in Australia has three broad characteristics:

- it is divided into three major sections, namely Primary, Secondary, and Tertiary education.
- two broad parallel organizations conduct education: state governments and private organizations (usually religious groups).
- both state and private agencies receive Commonwealth funding although the latter tend to receive low interest loans, and subsidies.

A description of the three major sectors follows:

1. Primary Education

As can be seen from Table 3, in all states, the first six to seven years of schooling is termed Primary Education. Formal enrollment is normally required when a child reaches six years of age; however, most education systems have kindergarten classes (some are only for ½ days) which enroll children at the age of five.

Table 4 indicates the over-all education pattern and indicates the private school/government school system. System enrollments can be seen in Table 5. No school tuition fees are charged in state schools; however, private schools charge fees which range considerably in amount per term.

2. Secondary Education

Secondary school education varies between states and is either five or six years in duration. This generally depends upon the period of Primary school education.

Tables 3, 4 and 5 give the basis for state comparison.

Since 1972, Tasmania and the Australian Capital Territory (A.C.T.) have experimented by forming separate "Senior Colleges" for the final two years of secondary education. Considerable interest is being shown by the other states in this move. (This can be seen in Table 4.)

Some states (particularly Victoria and in larger centers) have Secondary (Matriculation) Technical High Schools separate to the mainstream high schools. In New South Wales, both academic and technical courses are offered in the one high school.[12]

[12] For a more detailed discription of secondary schools, see Jones, op. cit., pp. 72-83.

TABLE 4.

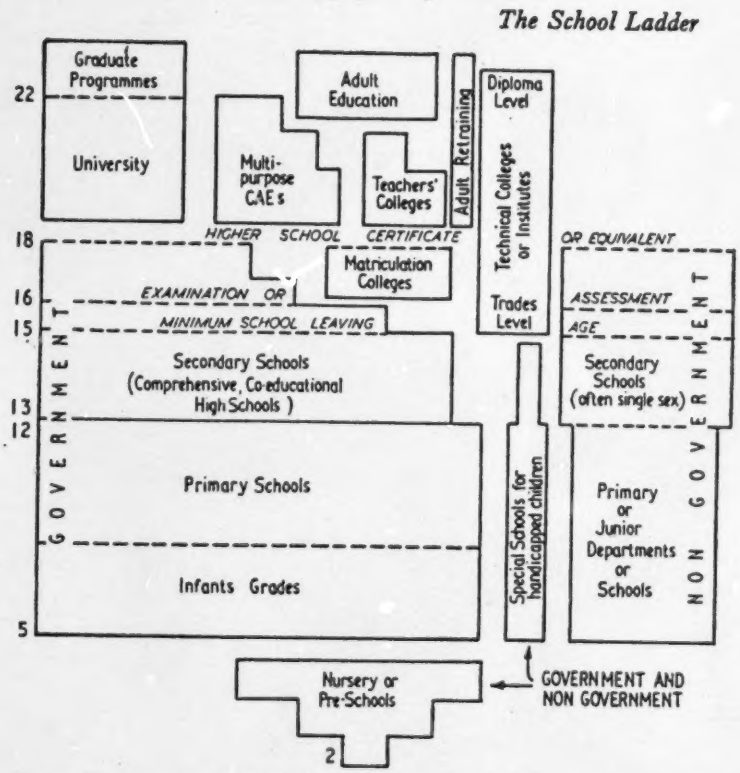


Fig 5 The Australian educational ladder, a generalised representation indicating neither actual proportions of students at various levels nor practices necessarily followed in every state or territory. For likely grade applications and a number of state variations refer to text and/or figure 4

Source; P.E. Jones op. cit. p. 76.

Table 5.

Government and Non-Government Schools (Primary and Secondary) Statistics 1977.

Type of School	Number of Schools	Enrollment	Number of Teachers
Government Schools	7,325	2,364,316	135,931
Non Government Schools	2,125	630,476	30,905

Source: Australian Information Service Bulletin Education. Department of Administrative Services, Published by Australian Government Printing Service Canberra, 1979, p4.

AUSTRALIA

SCALE OF MILES

0 500

12

13

3. Tertiary Education

All post-secondary institutions in Australia lie in the Tertiary sector. These include: Universities, Colleges of Advanced Education, Colleges of Technical and Further Education, Institutes Teacher's Colleges, Agricultural Colleges, Colleges of the Arts and Conservatoriums of Music.

E. The Commonwealth and Education

Like the United States, education traditionally has been controlled by the separate States in Australia. During the 1963 National Election Campaign for the Commonwealth or Federal Government, education became a major issue.[13] Not only were the private schools in Australia desperate for funds, but the education system as a whole - all three sectors, groaned under the pressure of the post-war baby-boom which was passing through the system. From this point the Commonwealth Government, besides re-introducing aid to the independent school system, began to assume an increasing role in the organization of tertiary education in particular. The Martin Committee in 1964 recommended the development of a new field of tertiary education,[14] and a Commonwealth wide system of Colleges of Advanced Education (under state auspices), financed by the Commonwealth, was developed.

Finally, in 1972 the Commonwealth Government set in motion actions to form two Commissions to control and coordinate educational development in Australia.

1. The Schools Commission[15]

Formed in 1972, the Commission was charged with the task of advising the Government of the developmental needs of Primary and Secondary Schools in Government and Non Government Sectors.

2. Tertiary Education Commission

After an uncertain beginning in 1973, but finally in 1975, a Tertiary Education Commission was formed with three Councils:

a) Universities Council
b) Advanced Education Council
c) Technical Further Education Council.

The Commonwealth through its control of National finance has, therefore, assumed by 1979 a commanding position over developments in education in Australia. Although the States retain actual control over the various state education systems, there is, nevertheless, a powerful influence exerted by the Commonwealth.

It is against this background that we now examine how adult education is organized in the three states - New South Wales, Victoria and Queensland.

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[13] Cleverley op. cit., p. 201 - 203.
[14] Jones, op. cit., p. 101.
[15] Schools in Australia - Report of the Interim Committee for the Australian Schools Commission, Canberra, May, 1973.

PART B

ADULT EDUCATION IN AUSTRALIA, THREE ORGANIZATION MODELS

1. New South Wales Board of Adult Education
2. Queensland Department of Technical and Further Education.
3. Council of Adult Education in Victoria.

I. NEW SOUTH WALES BOARD OF ADULT EDUCATION

Model: An Advisory Board to the State Minister of Education

A. Early History of Adult Education in New South Wales (N.S.W.)

Adult education in N.S.W. has a long tradition dating back to responsible self-government in 1850. Already by the year 1870, there was considerable growth of state subsidized adult education bodies variously known as Schools of Arts, Mechanics Institutes, Literary Institutes and Working Men's Institutes. By 1880 there were some seventy-six of these assemblies located throughout the state.

In 1871, classes were opened to women at the Sydney Mechanics School of Arts. These institutions gave instruction in Latin, French, Chemistry, Physics, Writing and Arithmetic for both youths and adults, although the curriculum varied considerably from town to town and the above combination of subjects would only be found in larger metropolitan centers.

During the 1870s, the changing and varied economic life of the colony encouraged the growth of scientific studies. Technical studies initially were commenced in the Schools of Arts where as early as 1865 a class of Mechanical Drawing had been established. By 1869, classes in Mineralogy and Geology were established followed by Schools of Design (1870) and Chemistry (1871).

Recognizing the need for Technical Education, the State Parliament of N.S.W. gave a grant of $2,000 per year in 1878 for the establishment of Technical Colleges. (Goulburn, the city from where I come, constructed its first Technical College in 1886.)

Technical Education was reformed by the Technical Education Act of 1883, which transferred the recently established Sydney Technical College from the Schools of Arts Committee to a Board of Technical Education. Formal technical education was extended outside of Sydney, teachers being hired to visit country centers and deliver lectures.

In 1889 the Board was dissolved and the Technical Colleges came under the control of the State Education Act - Public Instruction Act of 1882, and the Minister of Public Instruction. This situation lasted until 1949 when a separate Department of Technical Education was established in N.S.W.

The Worker's Educational Association - having its foundation in the United Kingdom - established a branch in N.S.W. in 1913. The W.E.A. has continued in close association with the University of Sydney which also operates tutorial classes, and recently in 1979 extended the scope of its operations by establishing "Courses on Cassettes", a new regional audio visual initiative.

B. Current Organization of Adult Education Agencies.

It is appropriate at this point to consider the range of organizations, many with long established traditions, which operate in the field of adult education - New South Wales. In alphabetical order they are as follows:

Colleges of Advanced Education
Colleges of Technical and Further Education
Education Centers
Evening Colleges
Government Agencies
Universities
Workers Education Association
Local Community Groups.

A brief description of these agencies follows:

1. Colleges of Advanced Education

Established as a result of the Martin Committee Report in 1965, Colleges are allowed to expend up to ½% of their recurring annual budget (about $15,000 for Goulburn C.A.E.) and in some cases designate staff to work in the area.

Most colleges operate local or on-campus courses which vary considerably in content from art, craft, psychology, to the humanities and sciences. Most are in the form of evening or weekend workshop and lectures. Several colleges operate off campus centers or Community Committees for the dissemination of programs.

2. Colleges of Technical and Further Education

The Department of Technical Education as indicated earlier was formed by an Act of Parliament in 1949. In 1974 as a result of the Technical and Further Education Act and the formation of the Commonwealth Tertiary Education Commission (1975), the Department was renamed 'The Department of Technical and Further Education.'

> "The increasing importance attached to technical and further education has resulted in more colleges, more courses and special programs. ... Student numbers are five times what they were in 1949; they have doubled in the last ten years. ... There are now 79 T.A.F.E. Colleges in N.S.W. offering over 800 courses." [16]

3. Education Centers in N.S.W.

These were established by special grants made by the Commonwealth Schools Commission in 1973. The sum of $5.6 m. was granted initially with the recurring annual operating funds in 1974-75 of $1.8m. [17]

Some nine were established in N.S.W. and these offer courses and programs for the general community as well as for teachers.

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[16] N.S.W. Department of Technical and Further Education. Bulletin TAFE is Full of Surprises, TAFE Information Services Division, Sydney, 1979, pp. 2-3.

[17] Report of the Interim Committee for the Australian Schools Commission, 1973, Schools in Australia, Australian Government Publishing Service, Canberra, 1973, pp. 124-5.

4. Evening Colleges

Although the budget is organized through the Board of Adult Education, Evening Colleges are under the direct control of the N.S.W. Department of Education. Usually the Colleges in each region are administered through the Regional Offices of Education. They operate a wide range of hobby, craft, basic literacy and numeracy as well as other subjects, in the evening in local schools.

5. Government Agencies

A wide range of adult education programs are administered throughout the state by other government agencies such as:

- Community Youth Support Scheme (Commonwealth Youth Unemployment Agency)
- Department of Agriculture - information and rural extension programs
- Health Commission of N.S.W. - wide range of community health programs for young parents, aged, mentally ill, drug programs, socially deprived
- National Parks and Wildlife Service - public education in use of natural resources
- Department of Sport and Recreation - everything from pottery to football
- Adult Migrant Education Department (English) - language classes and migrant information services.
- Draft Association of N.S.W. - subsidized by the State and Commonwealth Governments, it offers a wide range of activities
- Australian Council - this is a Commonwealth funded body which operates through State Offices. It has the following Boards which assist programs through the State:

  Aboriginal Arts Board
  Community Arts Board
  Crafts Boards
  Literature Board
  Music Board
  Theatre Board
  Visual Arts Board.[18]

5. Universities

Three Universities in New South Wales (Sydney, New England University, University of New South Wales) have University Extension Departments and offer adult education by way of various media -- radio, television, discussion groups, cassette courses.[19]

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[18] Australia Council. Assisting the Arts in Australia, published by the Arts Information Program of the Australia Council, Sydney, 1978.

[19] P. Jones, op. cit., p. 98.

6. Workers Educational Association

Although the work of the W.E.A. has been taken over in recent years by the Colleges of Advanced Education, the Association continues to offer residential schools, workshops and seminars in the Sydney, Newcastle and Wollongong Areas and "Cassette Courses" to other centers in N.S.W.

7. Local Community Groups

Many thousands of private organizations operate in adult education throughout the State. In recent years (1978-79), directories of these agencies have been compiled. Most are entirely self supporting although they can seek grants for particular programs or projects through the various government agencies.

C. The New South Wales Board of Adult Education

The foregoing sections were included to give some idea of the complexity of adult education agencies in N.S.W. ,Many of these organizations have operated since the State was formed in 1850 and they have large administrative, building, equipment and personnel resources as well as a large established clientele.

By the early 1970s, and particularly with the Labor Government assuming Federal power in 1972, (after a Liberal-Country Party Coalition Government which had governed since 1949) many new national initiatives were instituted.[20]

Adult education agencies in Australia received a considerable injection of Commonwealth Funds and in N.S.W.,this precipitated a situation of considerable overlap of agencies and services. In order to rationalize the many agencies operating in the field, the N.S.W. State Government "established in 1974 the N.S.W. Board of Adult Education with the overall goals of promoting, encouraging, developing and co-ordinating adult education in the state."[21]

It was obvious from the outset that the Government saw no possibility of bringing the various government agencies together to be controlled by a single board so it opted for an advisory board with direct responsibility for its recommendations to the Minister of Education.

The (18 member) Board, including its Chairman, is appointed by the Minister. A small secretariat which includes a Principal Adult Education Advisor, Secretary, four clerical staff and a support team of eight regional advisors carries out recommendations [22] which have been approved by the Minister.

The functions of the Board are as follows:

"1. The functions of the Board shall be for the purpose of the promotion, encouragement, development and co-ordination of adult education in New South Wales. The Board shall make reports and recommendations to

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20 P. Jones, op. cit., p. 137.

21 Keith Solomon (ed) Regional Directory of Adult Learning Activities - South Eastern and Southern Illawarra Regions, Board of Adult Education: Sydney, 1979, p. I.

22 N.S.W. Board of Adult Education. Opportunities to Learn: A Guide for Adults: Sydney, 3rd Edition. Sydney, 1979, pp. VI- VII.

"the Minister of Education on the needs, policies and priorities necessary to achieve these objectives, to which end it shall:

a) plan, in collaboration with bodies as appropriate (include Government Developments and representatives of local community interests) involved in providing adult education and the Minister, an integrated programme for development for adult education in New South Wales;
b) initiate and maintain liaison with bodies providing adult education activities;
c) stimulate the provision of courses in adult education by appropriate bodies and in appropriate institutions;
d) foster research into matters relevant to the development and improvement of adult education;
e) recommend the distribution of funds provided in the item for adult education activties in the Minister's Votes.

In the exercise of these functions, the Board shall have regard to responsibilities presently exercised by Departments and other Ministers of State.

2. a) The Board may appoint such committees as it thinks fit to assist and advise it in connection with any carrying out of its functions.
b) Any such committee may consist of members of the Board, of persons who are not members of the Board or partly of persons who are, and partly of persons who are not, members of the Board." [23]

The Board has two major sources of funds to support adult education agencies throughout the State:

1. Commonwealth Funds from the Tertiary Education Commission - grants to qualified non-government organizations of up to $2000.
2. State Funds: Subsidies for voluntary organizations which are unable to attract grants from other agencies.[24]

In summary, therefore, the Board of Adult Education has emerged as a central co-ordinating body, fostering the development of adult education throughout the State per media of information collected and views disseminated through a Board with wide organizational representation. Through the advice given to the Minister for Education, the Government is able to control the activities of at least the government agencies in the field. Through its control of Commonwealth and State Grant Funds, the Board is able to regulate and to some degree influence the organization of voluntary agencies throughout the State.

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[23] Ibid., p. vi.

[24] Board of Adult Education, op. cit., p. vii.

II. THE QUEENSLAND DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

Model: Rationalization Model Integrating Technical and Adult Education into a Single Body.

Queensland is a large State sparsely settled with many regional centers remote from the State Capital, Brisbane. The State until recent times has been relatively poorly served by Tertiary institutions and has relied heavily on the Queensland Department of Technical Education for its State adult education programs.

Much of the information in this section comes from a paper presented by Mr. R. H. Wallace, the Director of Technical Education in Queensland to a residential workshop on "New Directions in Adult Education" held at the University of New South Wales in November, 1977.

> "Queensland's State Cabinet decided that as from 1st January 1977, Adult Education and Technical Education should be integrated and the total service known as 'Technical and Further Education.'
>
> "Adult Education in Queensland had grown from the initial work of the Workers' Education Association, and later the Board of Adult Education providing facilities throughout Queensland by which adults might increase their knowledge, their enjoyment of the arts, and their participation in the intellectual life of the community, but without duplication of courses already available. The Adult Education Organisers operated in 10 districts and serviced over 300 towns. Much of the early work was effected on a voluntary basis, and classes offered by the Board of Adult Education were free of tuition fees, being funded by a separate allocation from the Department of Education. Classes were conducted in whatever local facilities were available and suitable.
>
> "Technical Colleges on the other hand offered a limited number of hobby-type programmes using their resources when not needed for structured courses. Tuition fees were charged for these courses. In addition the Colleges offered a wide variety of other subjects for adults, such as those which prepared people for matriculation and other higher courses. Colleges offered leisure courses in the arts including painting, music appreciation and pottery, various types of cookery, dressmaking, gardening and handcrafts.
>
> "Adult Education Officers were located in the same cities and provincial centres as the Technical Colleges, so there was in effect, a parallel operation. Hence there was much duplication of effort and the organisations usually remained separate, maintaining an institutionalised system.
>
> "With the establishment of the Australian Committee of Technical and Further Education (ACOTAFE), which subsequently examined 'Adult Education' in Australia including a wide variety of education services and organisations, consideration was given to the possibilities of rationalisation for the good of the community. Queensland recognised the advantages of an integrated service and hence this was brought into effect."[25]

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[25] R. H. Wallace, "Technical and Further Education: The Queensland Model". Mimeo. Queensland Department of Education. A paper presented to the residential workshop on "New Directions in Adult Education", University of New South Wales, Little Bay, Sydney, 1977.

The philosophy of the Government of Queensland as stated by the Department of Technical Education is summarized in the following:

> The aim of Technical and Further Education is "to promote and provide opportunities for learning which will satisfy the existing and emerging technical and further education needs of all persons in the post-secondary community."
>
> "To achieve this efficiently with maximum utilisation of resources, avoidance of useless duplication and to provide the necessary flexibility of action, Colleges of Technical and Further Education should be seen in the wide concept of community colleges, offering courses and programmes throughout the district which they serve.
>
> "Since the 1st January, 1977, Queensland's TAFE personnel have been involved with the first major steps of integration, bring Principals, Further Education Officers and other Senior personnel together to a Conference, and then proceeding to broaden the concept of College staffs, streamline administrative procedures, resolve industrial issues, and publicise the TAFE operation throughout each community.
>
> "Ultimately, the expertise of all TAFE teaching staff will be available to every centre where the community requests particular programmes or courses to be offered. The design and use of mobile resource centres will be undertaken so that such requests can receive a prompt and efficient service. Such resource centres will utilise the developing system of Resource Materials Centres with their modern educational aids and other equipment."[26]

The major agencies involved in the new centralized concept of providing adult education to the State, are the District Colleges.

> "Queensland is Australia's most diversely populated State. The Colleges of Technical and Further Education are ideally situated to serve communities on a district wide basis without being limited to the campus. The State was therefore divided into 12 accurately defined areas, each being serviced by a TAFE College. This was an increase on the previous 10 districts of Adult Education, but was based on the location of existing colleges, the education regions (which are the same as those defined by the Co-ordinator General for other State purposes), and the Australian Bureau of Statistics statistical divisions. However small variations were made with an explicit aim of ensuring:-
>
> (i) a relatively easy access to each college, particularly by apprentices and other vocational course students so that maximum participation rates by the local and district community and workforce with the College's activities is facilitated;
>
> (ii) that the distribution of the State population into the College districts will equalise the loading on existing and planned teaching and administrative staff;

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[26] Ibid. pp. 2-3.

(iii) the most effective use of college resources including due reference to the availability of residential accommodation throughout the year to students;

(iv) the gaining of maximum economic advantages in accessing outlying areas and in providing highly specialised teaching facilities to communities of like composition and interests;

(v) that by granting increased autonomy to Principals, course offerings at a college will be broader, more flexible and able to respond rapidly to local demands as they arise;

(vi) that forward planning on a college district basis will automatically maintain the college's place in the affairs of the local community;

(vii) that full participation in the college's activities by the local community is facilitated.

"Notwithstanding the above, each TAFE College/centre needs to deal with an Education Department Regional Office and can compile statistical information on the basis of ABS divisions. Much use is and will be made of the Extension Service established at each TAFE College in taking TAFE to the local communities whenever possible, using the college resources in the process to their best advantage."[27]

This necessarily creates a need for some reorganization of colleges and their function. The need for much closer liaison with the community and the provision of regionally based services has created the following total design:

"Effective community participation in the affairs of the local education institutions will ensure that educational institutions benefit from local support in terms of development of syllabus material, donations and loans of equipment items, college prize functions and the like. These concepts lead to a considerable change in the physical configuration of the colleges as shown in Figure 2. The future college is seen in its ultimate form as complex of schools surrounding a core of institutional services supported by a further education extension service, residental and recreational facilities.

FIGURE I

(on top of following page)

"The plan for the Extension Service, operating out of the college base, is to have a staff organisation as set out in Figure1 . Such staff will not all be located as the college, but officers will be placed in strategic centres to co-ordinate work on the local scene.

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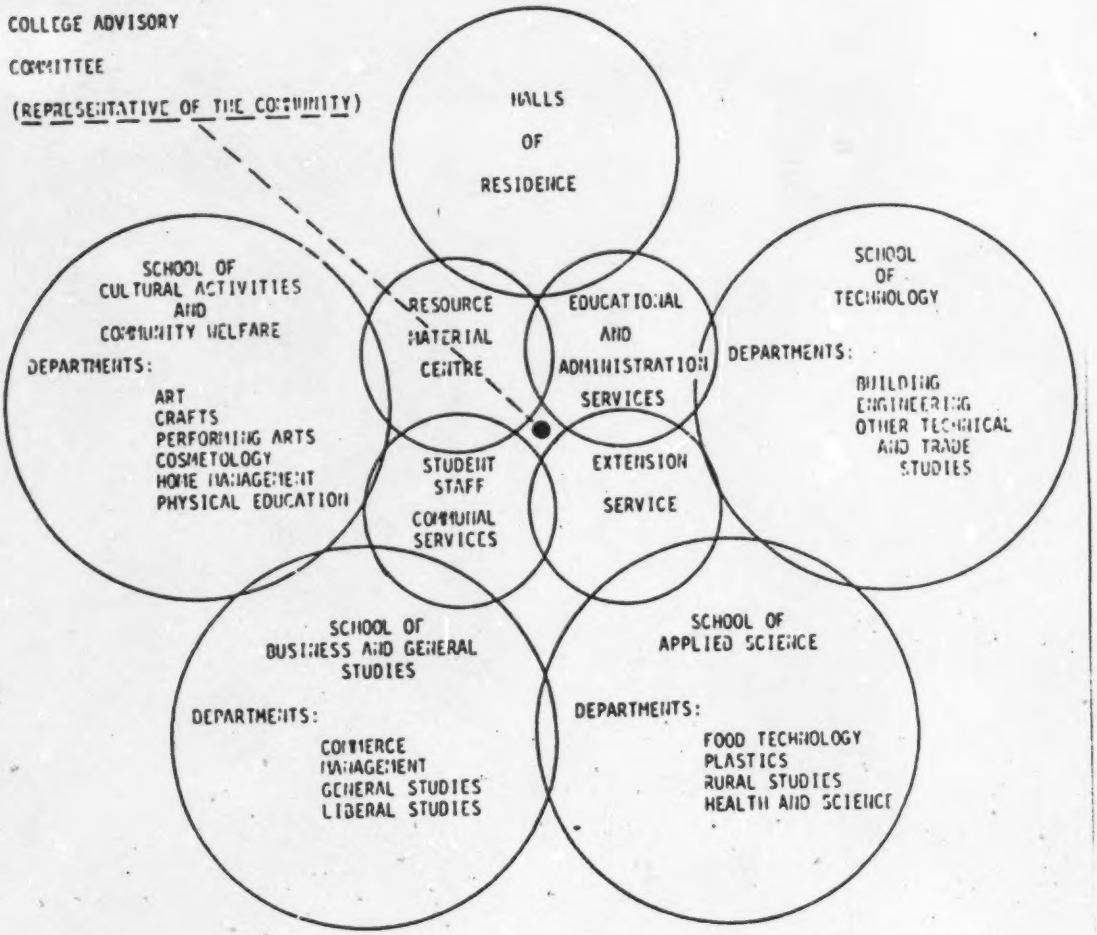
[27] Ibid., p. 3.

FIGURE I



Source: R.H.Wallace, Director or Technical Education , Queensland[28]

Finally, the Board of Adult Education in Queensland has been reassigned new tasks to fit in with the reorganization.

> "The Board of Adult Education continues to function and exercise its Statutory powers and responsibilities as laid down in the Education Act with regard to part of Further Education. It meets regularly to review the financial position, to discuss and develop policy and advise the Minister on these matters and submit recommendations for the development of Further Education. The Board has also been allocated the work of administering the allocation of funds provided by the States Grants (TAFE assistance) Act 1976, Schedule 6, for non-government, voluntary providing bodies."

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[28] Ibid., p. 5.

[29] Ibid., p. 8.

As a result of the reorganization of Adult Education in Queensland under the control of a single (government "providing") organization, a greater and more co-ordinated program of activities will be carried out as indicated:

-- Aboriginal Education - vocational and recreational/liesure courses.
-- Adult Literacy - remedial reading classes.
-- Regional Television Programs of Activities, knowledge and skills on such topics as flora, fanna, horse care and shoeing, weaving, pottery, drama, lapidary and general further education topics, including community health, first aid, nutrition and tourist information.
-- External Studies courses in a wide range of technical subjects.
-- Residential Schools for Arts and Crafts.
-- Cultural Activities - assist local cultural groups and societies to hold exhibitions and classes.
-- General Adult Education Classes to Colleges of T.A.F.E.
-- Libraries - extension of library facilities at Colleges.
-- Co-ordination with other adult education agencies, e.g., Parents and Citizens' Associations.

The new organization is in its infancy, however, it does seem that future projections that seem necessary for the system to function for the best advantage of the community would include some of the following:

> "It would be most appropriate if the existing Board of Adult Education were to form the basis for an expanded Board of Technical and Further Education supported by a committee structure so arranged as to bring to bear the expertise of all sections of the community from grass roots level to the highest levels of cultural, educational, commercial, industrial and rural endeavour. A Board of this stature is the least than can be envisaged if it is to meet the ever increasing demands of Technical and Further Education and ensure that these needs attract their rightful share of the resources of this country. To establish such a Board, amendments to the Education Act would be necessary.
>
> "A further development could be, constituted at each College and possibly at each centre of Technical and Further Education, an advisory body call 'Advisory Committee of Technical and Further Education' composed of leading members of the community/region served by the College/centre, representatives of the student body and nominees of the Director-General of Education." [30]

In conclusion, the Director R. H. Wallace summarizes the new developments:

> "The business of education is concerned with people, and people have, beyond the skills to make a living, other needs for personal satisfaction and development such as the cultivation of skills and interests which improve their understanding of political, social and cultural life.

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[30] Ibid., p. 13.

"When the needs the individual perceives for himself cannot be met, he becomes dissatisfied and discontented. When the corporate needs of the community are dissatisfied it ceases to be dynamic and viable.

"Happily this emphasis on individual needs rather than the community needs leads to a satisfaction of the corporate needs of the community. After an individual leaves school needs are felt in different contexts and at different times. The contexts include social, political, recreational, artistic and other pursuits. Further Education aims to satisfy these needs whenever and wherever they are felt.

"College Principals and their staff maintain an overview of the districts for which they are responsible to have regard for the needs of individuals, minority groups and the community at large. Principals are able to assess the needs for a course of a subject, if appropriate, to conduct a class as long as suitable teachers and facilities are available and economical class numbers can be obtained.

"With integration of Technical and Adult Education and the consequent rationalisation of the activities of the previous separate bodies and making optimum use of resources we are confident that the provision for Further Education in Queensland will not only meet and be geared to the needs of the people but also bring the College into the community.

"In 1976, further education programmes attracted 45,488 students throughout the State and, expressed as 6,820 equivalent full-time students, this figure represents 23.4% of the total student load for the State TAFE. Although the administrative organisation of further education is based upon college districts, classe venues may be within college buildings or at other centres. Further education has a high degree of mobility allowing classes to be conducted whenever and wherever there is a reasonable demand."[31]

III. COUNCIL OF ADULT EDUCATION IN VICTORIA

Model: A Decentralized "Community Based" Model.

Victoria was established as a separate State in 1851, and in many ways the development of public education and technical education parallelled that of New South Wales. Geographically, Victoria has not shared the same distance and isolation factors faced by Queensland and N.S.W. Events, particularly during the gold strikes in the 1850s and culminating in the Eureka Stockade in 1854 [32] at Ballarat

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[31] Ibid., p. 14-15.

[32] Lacour-Gayet, op. cit. p. 208.

helped to develop community solidarity and a strong lasting tendency to regionalism in Victoria, that tends to emerge in organizational structures like the Council of Adult Education (C.A.E.) in Victoria.

The gold rushes in Victoria in particular, created a growing demand for education that for adults too old to enter the new schools being built, "caused them to turn to Mechanics Institutes, Schools of Arts, Community Centres equipped with social halls and lending libraries, sometimes with apparatus for technical education"[33] for educational services.

During the intervening years, public education developed with the establishment of state wide primary schools, high schools, and junior technical colleges.

It was not till towards the end of the depression in Australia that outside stimulus in the form of the New Education Fellowship (N.E.F.) - an international educational reform group formed after the First World War at an international conference at Calais[34] roused community interest for educational reform in Australia.

A series of national conferences held in August-September, 1937, by the N.E.F. in capital cities around Australia attracted much attention for the goal of conferences -- Education for Complete Learning. Although an Education Reform Association was formed in 1938, events in Europe and World War II intervened before anything concrete was done.

In 1946, however, action by teachers in particular through the Labor Government which was in power in Victoria, secured the formation of a new community force in adult education - the Council of Adult Education of Victoria.

The Council of Adult Education of Victoria

The following is largely a description of the Council of Adult Education by Pauline Seitz, contained in the Australian Journal of Adult Education, November, 1978.

> "The Council of Adult Education in Victoria is only one of a number of government adult education providers in Australia whose own origins are in the more traditional models of adult education, who are now experimenting with new forms of organisation and method in an attempt to deal most effectively with a growing diversity of students and learning needs in order to make the best use of resources in staff and equipment to meet these new objectives. Furthermore, experiments with new organisational forms take place in a situation in which financial resources for adult education will not increase very much in real terms, and this will mean further stretching of existing resources to include new areas of development, as well as maintaining existing services.
>
> "Programs of classes and lectures still form the largest proportion of what C.A.E. offers the public. Indeed, this is what the public most readily

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[33] Vance and Nettie Palmer. On Australian Culture, in Hartley C. Arattan (Ed.) Berkeley, University of California, 1947, p. 282.

[34] Edward Blishen, Encyclopedia of Education, p. 496.

expects from and associates with C.A.E. The Council now operates a program of some 1,100 classes with an annual enrolment figure in excess of 40,000. It can be seen from these figures that C.A.E. could fully occupy its staff and resources by concentrating on its class program, which is apparently meeting the learning needs of a very lar[illegible]roportion of the population. To concentrate all its resources in th[illegible]y however, would seriously hamper C.A.E.'s ability and readiness to respond [illegible]ew needs. C.A.E. is the largest provider of non-formal adult education in [illegible]oria; therefore its credibility in advising government of changing and emerg[illegible]eeds in adult education, including those which have ramifications for the formal education system, depends on its ability and readiness to experiment and innovate."[35]

In order to meet the challenge of providing greater adult education services to the State of Victoria, the C.A.E. has had to undergo considerable change in its staffing organization and administrative structure.

> "There was a time, only 5 or 6 years ago, when the whole of C.A.E. was able to work almost as one department engaged in a variety of activities, a time when the total administrative staff numbered about 35. This number has now risen to 85. This has meant that as departments and sections have grown in staff numbers, as their student enrolments and programs have increased, communication across departments has tended to become more tenuous and it has been difficult for the several parts to maintain both identity and involvement with the organisation as a whole. Thus C.A.E., in recognising this problem, was faced with the problem of designing an organisational structure to bring departments together to work collectively in new and established areas. A number of standing committees was set up, designed to operate as autonomous work groups, covering several areas of C.A.E.'s operations. These include: Special Programs (Summer Schools, Weekend and Holiday Schools etc.), Welfare Education (adult education for people in care), Staff Development (for C.A.E. staff and tutors) and Extension and Liaison (working with community groups in both country and metropolitan areas). Each committee has a co-ordinator who is not necessarily a head of department, and each has representatives from all departments. The aim is to give as many people as possible the opportunity to provide their own and departmental information and resources in these areas. It is rarely that a transitional phase neatly and effortlessly leads to effective practice, and C.A.E.'s new committee structure is no exception. Many of the committees have yet to come to grips with their powers and limitations, and with how committees can operate most effectively as work units."[36]

Like many institutions in Australia involved in Adult education, the Council of Adult Education has found itself in a role change, from being largely a provider of adult education courses and services to a training organization for people capable of teaching groups on behalf of the organization.

This "tutor-training" role is not unlike the famed Bell Monitorial System of 150 years ago and clearly expresses the inability of adult education agencies to cope with the rising demand for its product and the need to change their style of operation.

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[35] Pauline Seitz. "Organisations: The Council of Adult Education in Victoria" in Australian Journal of Adult Education, VXVIII, Number 3, November, 1978, p. 23.

[36] Ibid., p. 24-25.

This change is also supported by the new role of C.A.E. field officers.

"The work of the two field officers appointed by C.A.E. for country and metropolitan areas is also important in establishing C.A.E's growing role as a clearing house for information and resources for adult education groups and agencies throughout the State. The field officers do not organise more C.A.E. classes in the locations they cover; rather, they facilitate communication between C.A.E. and the smaller organisations, so that C.A.E.'s much larger scale of operation need not necessarily create an unbridgable gap between it and other types of organisation who may work in different ways, with the same objective or providing appropriate forms of adult education."

"Proposed C.A.E. programs are now assessed as much for their potential to catalyse and encourage community involvement as to become a permanent part of C.A.E. offering."[37]

Perhaps the most characteristic activity of the C.A.E.'s drive to bring adult education activities to the communities is the establishment of learning centers throughout Victoria.

"A far reaching development in Victorian adult education has been the growth of informal learning centres. Most are modelled on the Diamond Valley Learning Centre which was formed mainly for women returning to study, as an alternate to the rigid and often threatening or impersonal form of education available to them in institutions. There are more than 100 Learning Centres active in Victoria at the present time, catering for the large number of adult students who want to create their own learning environment in their own way. The alternative nature of learning centres, and similar organisations, is not confined to the fact that they operate outside the formal system. They are attempting a view of education which emphasises the sharing of knowledge and resources, not a handing down of knowledge from the expert to the ignorant. Decisions relating to the operating of the centre and the types of programs organised, are made collectively, taking into account the character and needs of the community in which they operate. It may be that this method of organising education works best in these smaller organisations. Incorporating them into the system may bureaucratise them and destroy their unique character; they would cease to be a viable alternative. While not all the 'alternatives' are effective or viable, and most depend at least in part on government support, they are gaining importance in the total provision of education for adults. This is true not only because they are growing in number, but also because their existence may show deficiencies or inadequacies on the part of many larger institutions."[38]

The way in which the Council of Adult Education has met the challenge of meeting the needs of the community has been closely studied in Australia. It is interesting to note that New South Wales has recently implemented two regional learning centers as a possible way of bringing more effective services to communities distant from the State Capital. These are modelled closely to the C.A.E. centers.

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[37] Ibid., p. 25.

[38] Ibid., p. 27.

PART C

Discussion

Dicussion - Adult Education and Future Trends.

To this point the paper has been largely descriptive. Much can be learned from observing the ways in which individual states in Australia have approached the problem of extending educational opportunity to the community, and in particular, those communities which are remote from the major centers of population. The following summarizes some of the past characteristics of adult education and suggests some implications for the future.

1. The Nature of Adult Education in the Past

Adult education in each of the States discussed has had a strong vocational bias rooted in the past. Adult education began largely as a solution to a lack of educational opportunity and educational inequalities. Formal education, including public high school education, was not a feature of the Australian education system until the 1880s and free secondary education not till the 1920s. The growth of Mechanics' Institutes, Schools of Arts and Literary Institutes provided opportunities for the uneducated to gain the basic skills and knowledge they needed as society changed. The development of iron steel mills, the spread of railways and the development of industry in the late 1870s meant a need for tradesmen and skilled workers. The rapid growth of technical education (from 1880-1910) testifies to this need.

Even the Workers' Education Association was largely a compensatory type of organization which brought educational enrichment to those members of the community who desired it. Its loosely defined association with the Universities such as the University of Sydney tended to make it elitist by association, even if it strove in county areas to reach the common man.

Implications for the Future

Adult education in the eastern states still retains a strong vocational orientation and recent developments such as the formation of the Tertiary Education Commission with its Technical and Further Education Council, as well as increasing budgetary consideration for T.A.F.E. indicates the increasing expansion of technical education.

In addition to the traditional needs a new feature of the Australian economy is placing pressure on adult education organizations.

Since 1974 unemployment has shown a dramatic increase as can be seen in Table 6 .

TABLE 6

UNEMPLOYMENT AS A PERCENTAGE OF WORK FORCE
1974-78

JUNE 1974	JUNE 1975	JUNE 1976	JUNE 1977	JUNE 1978
1.35%	4.13%	4.36%	5.22%	6.16%

Source: Commonwealth Employment Service, 1978.

Routley[39] suggested in 1978 that education and training in periods of brief unemployment, and in particular adult education, should:

a) help reduce the overall level of unemployment,
b) help reduce imbalances in the labor market,
c) help unemployed persons adapt to a state of permanent or at least chronic unemployment.

The first suggestion largely relies on the capacity of the economy to absorb trained workers, the second is possible through retraining and vocational orientation; however, the third is an area of vital importance for adult education to face, and partly explains the increasing demand.

2. Geographic Location and Institutionalization of Adult Education

Adult education in the past has been traditionally located in the larger cities or towns and in local educational institutions such as schools, technical colleges and universities. The concept was largely that of the "customer coming to the shop."

Changing transportation patterns no longer make the train, tram or bus an easy way to get into the major centers where institutions were traditionally located. The growth of so many new satellite suburbs some distance from the major city centers has meant that the building of new facilities has often lagged behind the period of peak demand.

Three major trends now seem to be emerging:

a) people will still need to travel to centers distantly located where the cost and nature of the facilities required for courses cannot be decentralized.
b) many of the larger institutions are having to decentralize their services through smaller community committees and centers; by television and radio services; and by peripatetic tutors.
c) people tend to be moving away from more formalized institutions to smaller more personalized social and interest groups.

3. Changes in Organizational Structure

Implications

It is sufficient to say that the consequences of the preceding two sections have caused organizations to change their whole style of operation.

In New South Wales it has led to new co-ordinating mechanisms and more "outreach" and "community based" programs.

In Victoria much the same has happened; however, these new pressures have changed the nature of the C.A.E. in the past from that of "provider" to that of "tutor-trainer".

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[39] Vern Routley, "Education, Training and Employment" in Dimensions of Learning. Australia Association of Adult Education Annual Conference Booklet, Hobart, December, 1978.

In Queensland the organization that is most decentralized and best known throughout all regions of the State, mainly the Technical Colleges, has assumed total responsibility in the State for adult education.

The effect of Queensland's adult education approach is that it will tend to restrict the degree to which other educational organizations such as Colleges of Advanced Education and Universities will be able to become involved in adult education. It will also restrict adult education to the particular focus of Technical Education and traditionally T.A.F.E. has been vocationally oriented and somewhat narrow in its vision.

4. Staffing and Training

Implications

The sudden increase in demand for adult education courses is placing considerable strain on the personnel resources of agencies in this field.

There has been little or no formal education in the methodologies of teaching adults, for teachers in Technical Colleges, Colleges of Advanced Education or Universities. It has been always assumed in the past that teaching adults was little different to teaching children. In many areas of adult education, particularly in Technical Education, the major source of teachers was directly from industry. Many technical teachers have no teacher education qualifications whatsoever and this is equally true of people in the other agencies offering adult education.

This is creating new pressures on organizations to

a) update and increase staff general qualifications in the area of general teaching skills and methodologies,
b) increase the need for specific skills and methodologies for teachers involved in teaching adult education programs.

This latter aspect in particular has brought about a need to decide whether adults do require different learning approaches and is creating an environment in which the whole philosophical and traditional methodological approaches are being questioned.

5. Programs and Curriculum Approaches

Implications

There has been little research in Australia on the motivations and needs of adults. In the past, institutions offering programs of adult education have advertised their courses or encourage people to suggest courses that might be run, although the latter seems to have been rather informal and not pursued with any degree of vigor.

Technical education in N.S.W. has relied on a list of centrally organized programs rigidly controlled with respect to time taken, content and testing. These are offered in a "package" to local technical colleges with staff qualified to teach them. This rigidity in approach has created many problems, particularly in adapting courses to specific local needs and conditions.

The fact that Technical College Institutions have created new "outreach programs" to suit local needs and resources indicates that the former rigidity of organization was creating difficulties in enrollments and preventing staff from meeting the needs of the community.

There is a need to find out the "what, how, why, who" of community needs for adult education.

Associated with this is the urgent need to review the entrance qualifications into adult education courses. Many courses still require high school matriculation although there has been a greater trend in Australia than in America to allow students of mature age (21 years) and non qualified academically to enroll in college and university degree programs.

6. Government Policy

There is no doubt that the most important factor effecting the development of adult education in Australia is the educational policy of the Commonwealth Government.

Despite increases in recent Commonwealth budgets for Technical and Further Education (the sector from which most finance for adult education comes), adult education is now an area of high demand in the community and it is a sector of educational opportunity that has traditionally received the smallest government assistance.

Implications

Perhaps the greatest change needed in government attitude is a realization that adult education isn't some sort of educational appendage that adults add at some time in their life after their initial compulsory period of secondary education. The community, largely because of the pressures Routley indicated in his address to the A.A.A.E. Conference in HOBART in 1978, sees life long learning as a means of allowing the adult in the community to meet the needs that he sustains as he lives his life in an age of continual change.

Furthermore, the government must see there is a need to develop programs and seek greater educational involvement by adults in the community for it is only through educational opportunity that the citizen of today can face the challenges of tomorrow. Retraining, inservice training, refresher courses, new technological developments, adapting, redeveloping, are every day needs of the work force - if not all society.

The time has come for the government - State and Federal - to see where they are going and the role that education is to play. Unfortunately, the long awaited answers and recommendations of the Williams Committee[40] did not eventuate and education is still in the melting pot.

CONCLUSIONS - A VIEW FROM WITHIN

Governments are not the only agencies to begin "soul-searching" with respect to the future of education and an educational institution. The Adult Education sector

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40 William's Committee Report on Higher Education in Australia, 1978.

has conducted in recent years its own inquiry among its professional and institutional members. The Australian Association of Adult Education (A.A.A.E.) firstly in a National Adult Conference in Canberra in 1978 recommended to the Australian Government a range of new education policies to meet Australia's immediate needs. The association stated:

> The role of adult education is of major national importance. While some forms of adult education will remain compensatory, for those who "missed out", the main thrust of adult education will be for personal and social development in a changing society. Adult education cannot be compartmentalised solely into the TAFE area or any of the other present administrative structures; its challenge and its techniques cross existing educational boundaries which, except for TAFE, have tended to create vertical sectors with adult provision as a minor appendage to each sector.
>
> Much of the debate about improving the relevance of education has turned on the question of access, conceived predominantly as being access to existing course provision in formal institutions. This is not the answer for all Australians. The emphasis on "access" needs to be shifted from access to institutions to access to educational opportunity including non-formal education provision.
>
> The implications for policy-making in education are immense and urgent. New education policies to meet Australia's needs require acceptance that:
>
> 1. greater learning opportunities for adults offer substantial resent and future social and economic returns to the community.
>
> 2. administrative arrangements for funding must take adequate account of adult education needs and cease to treat adult education as a peripheral activity of the major educational institutions;
>
> 3. adult education provision can be extremely economic in that it most frequently utilizes existing facilities (e.g. buildings);
>
> 4. adult education has a major role in facilitating and bridging entry or re-entry of adults into the major formal educational streams at every level;
>
> 5. access to adult education is not simply a matter of provision. It also includes the creation of circumstances which make it possible for people to take advantage of that provision (as in the case of paid educational leave, see I.L.O. Convention No. 140);
>
> 6. fee charging practices need to be reviewed, bearing in mind the need to retain some discretion as to the charges by providing institutions, and to ensure that the supply of educational services is not restricted through an inability to finance them by this means;
>
> 7. many people, including under-privileged groups, are often more likely to be assisted by adult-education provision such as "outreach" and community based programs than apparent open access to formal institutions;

8. from now on most people will most likely spend more than half their lives not engaged in paid employment. Some people will have only minimal periods in paid employment and others only part-time work. This situation will be economically desirable and, therefore, a substantial shift of education resources to adults will be required to underpin a coming new society.

9. The school sytem has a new role to play in preparing people for lifelong education.

In essence, the potential of adult education is analogous to the harnessing of a significant new energy resource; the possibility has been in existence for a considerable time but its full utilisation requires new initiatives and insights. Australia's future is as dependent upon harnessing its human potential as upon harnessing its physical resources. [41]

The content of the "Canberra Statement" was followed up and confirmed at the Association's Annual Conference in December, 1978, in Hobart.[42]

There can be no doubt that adult education is the rising star in the educational horizon. Recognized in the 1978-79, 1979-80 Federal budgets, it was one of the few areas in education to receive increased financial allocation.

The survey of Mature Age Education in Australia completed in 1979[43] confirmed increases in part-time, non-traditional adult education enrollments and the speed with which universities, Colleges of Advanced Education and Technical Colleges are establishing adult education programs to supplement the short fall in student enrollment directly from high schools indicates that it is an increasingly important segment of the educational marketplace.

It is hoped that this paper makes some contribution to asserting the importance of life long learning and the need for greater provision of opportunities and facilities for adults to become involved.

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[42] Minutes of the A.A.A.E. Annual Conference, Boert, 4th December, 1978.

[43] Report on Mature Age Eduvation in Australia, Research and Consultancy Centre Prahran,Melbourne ,1979.

[41] Australian Association of Adult Education, "The Canberra Statment" in Conference Papers of the National Audit of Australian Education, Canberra, 26-28 July, 1978, p. ii and iii.

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